

DOCUMENT RESUME

ED 286 787

SO 018 214

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TITLE What Do You Know About Your Own Personal History?
PUB DATE 1 Nov 85
NOTE 39p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Study; Elementary Education; *Family History; Folk Culture; *Genealogy; Instructional Materials; Learning Activities; Learning Modules; *Local History; Oral History; *Social Studies; Units of Study

ABSTRACT

This unit was developed to help students gain a sense of personal identity by examining their heritage. This is accomplished through a study of their genealogical beginnings, their county, and their ancestors' way of life. Part I of the unit engages students in activities investigating their background such as writing an autobiography, interviewing adult relatives, studying local folklore, and creating an ancestors gallery. Part II of the unit involves students in a study of their county. Ripley County, Indiana is the focus of this unit, but the activities could be easily transferred to any other county. Activities include drawing a county map, detailing the origins of the county, and studying the early families and their religions. Part III of the unit is a study of pioneer life. Topics studied are: homes, transportation, education, food, crafts, medicine, towns, clothing, and holidays. (SM)

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WHAT DO YOU KNOW ABOUT YOUR OWN PERSONAL HISTORY?

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NOV. 1, 1985

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OVERVIEW OF PROGRAM:

Students today do not have a great deal of understanding of their heritage. To be a well-rounded person progressing in society means we need to know where we have already been. Examining our roots is a good way to accomplish this task.

Indiana is a state slowly coming to understand that the past is important. Counties are slowly realizing that as our older members are dying so is our knowledge of the area. Each county needs to make an effort to preserve that knowledge before it is too late.

Hopefully, with the following unit, I will help to make students aware of their heritage and also curious about their personal background.

The purpose of this project is three-fold:

- 1.) to help each student discover their own personal genealogical beginnings,
- 2.) to help students to discover the county they live in,
- 3.) To help students discover the life their pioneer ancestors lived.

PART I

Each student should start to ask where they came from. Basic questions should come first. Who are my parents, grandparents, great-grandparents? Where did they live? What did they do? The students should fill out a very basic worksheet such as Worksheet 1.

Answers to these questions can come from a variety of places: parents, grandparents, aunts, uncles, family Bibles, or recordings. Laying the foundation of basic genealogical research is very important.

The students should be instructed in interviewing adults for these answers. It might be suggested to use a tape recorder to help them remember facts.

Time lines can be made of each child's life so far. This can be done very simply with snapshots of the child's life.

Students also need to be aware of themselves. Using the book Writing an Autobiography start the students on recording information about themselves. This is an exercise not only in research, but in writing skills. Being able to put their notes in a readable and enjoyable manner is very important.

Each student over a period of weeks should take notes on himself. (Refer to pages). After these are filled out, they should be compiled in a readable form, making it finally into a small book complete with pictures, drawings, and an attractive cover.

Students that are truly interested in doing research on their family might want to start a club after school or during school hours to do research on their own. An activity that would be very worthwhile is traveling to a local library to do more research. The project could culminated by a trip to the Indiana State Library to show the student what it has

to offer the genealogical searcher.

Students can also display pictures of their ancestors for an ancestors gallery. Various old pictures or tintypes can be hung attractively on a bulletin board.

Graveyards can also be discovered as a source of information. A field trip might be arranged to examine an old cemetery in the area. Gravestones can be examined to see when the first settlers died, how old they were, what they died of, and whether the gravestones have epitaphs. Grave rubbings can be done also. Books on epitaphs can be consulted. Many were strange and humorous.

Folklore of the local area and of Indiana can be shared. Two good sources of Indiana folklore are: Sand in the Bag, and Hoosier Folklore.

Students might be able to share verbal stories they have heard from their relatives or friends.

An excellent activity each student should undertake is an interview. Discussion of how older people know many stories of the area can be held. Each student should think of someone they can talk to whether it be a relative, friend, or neighbor, and compile a list of questions they might like to have answered. The students can then tape the story or answers to the questions from the person they pick.

Part II.

The second part of the this project would be a look into the county's history. A small unit has been compiled on Ripley County focusing on Sunman in particular. This examines how the county came to be, who the first settlers were, what businesses Sunman had, churches, etc.

A slide presentation will be made to visually show students the changes. This slide project has been started and not yet completed as part of the program I presented this summer at the conference. The \$100.00 check is being used for film and processing to make this part of the project possible.

Part III

The third part of the project is a study of pioneer life. Pages 3- 12 are ideas, sources, and projects to use for many enjoyable lessons involving the students.

The projects are divided up into many areas of importance of the pioneers: homes, transportation, education, food, crafts or things they made, medicine, towns, clothing holidays, and early pioneer life.

PART 1

GENEALOGY

STUDENT WORKSHEET

GENEALOGY--WHAT'S IT ALL ABOUT?

A study of your chain of ancestors is called "genealogy"--a word meaning "family knowledge." You can trace your own roots and learn about your heritage, but you will need to do some detective work in getting your information.

You need to start tracing your pedigree. One way to do this is to make a family tree starting with you and going back to each generation. On the following pages are some sheets that will help you. Start simple. Ask your parents, grandparents, aunts, uncles.

After you have done this, look at old records for clues. Family Bibles, marriage, birth, and death certificates, scrapbooks, diaries, and baby books are a few sources.

The public library might help you, or the church, or old cemetery gravestones. The county seat of the county your relatives were born in will also help.

Genealogy can be fun, it can be frustrating, it can be an exciting search for information. Try reading some books on it. The bibliography at the end will give you some suggestions to try. Have fun filling out the next few sheets!!!

Activities to do after compiling your family tree.

1. Design a coat of arms for your family. These are symbols or "emblems to depict an individuals admirable traits.
2. Some of you might have a dog with a pedigree. Try making a family tree for your pet.
3. You can discover a lot about the times in which an ancestor lived by researching people who were important during that ancestor's lifetime. Presidents or historical and political events which occurred during that time would be interesting. What movie stars were popular? Compile a list of people who were famous during your grandparents and great grandparents time.
4. What did your ancestors do for a living? Compile an "occupational family tree of your ancestors.
5. Develop a fair and program on family heritage for others that might be interested. The program could emphasize countries of ancestral origin and include a costume style show, songs, and dances. Individual student genealogy projects could be displayed.
6. Draw a map of your ancestors and where they came from and where they are now.

7. Make a list of slang terms used by your parents and grandparents when they were children. Compare it with our terms now.

GUIDES FOR WRITING YOUR AUTOBIOGRAPHY

- a. There is an outline page or pages for each chapter of your autobiography. The outline page has questions on it. To start writing you simply take a piece of writing paper and put the page number in the middle of the bottom space. Now you are ready to start writing the answer to the first question in Chapter I of your guide outlines. As you proceed, try to use sheets of paper that are uniform in size, weight, color, etc., so your finished work can be bound up as an attractive "book."
- b. Remember when answering each question to include details, thoughts, and feelings.
- c. Since you are numbering the pages, there is no limit to the length of the answer you can write. You can make it as long or as brief as you want.
- d. Don't worry about wording, fancy handwriting, or spelling--the important thing is to get your autobiography on paper. Later, if you want to change wording or spelling you can rewrite a page. But first get your stories written.
- e. Similarly, if you can't remember a name, date, place, or event, leave some space for it and go on writing. Later, when you recall the information you can go back and fill in the space you left.
- f. After you have answered a question, check off the box for that question on the guide outline. That way you can always tell by a quick glance at your guide where to begin writing again.
- g. If a certain outline question doesn't apply to your autobiography, simply mark the box and proceed to the next question. If you decide to skip more than one outline question, be sure to check off all the boxes so that you can keep your place.
- h. When you have finished checking off the last box of the last chapter, follow the instructions of the outline to compose the appendices. You can have your book bound, if you wish. Then you will have a unique gift to give to your family--a gift that they will cherish forever, a gift that will enrich their lives, but most of all, a gift that they will never have unless you give it to them.

*Taken from Patricia Case's book How to Write Your Autobiography.

EARLY CHILDHOOD

1. When were you born?
2. In what town, state, territory, or country were you born?
3. Were there any unusual circumstances about your birth?
4. Were you born in a house, log cabin, dugout, covered wagon, hospital, or taxi cab?
5. Who was your mother?
6. Who were her parents?
7. What do you remember about her family?
8. Who were her brothers and sisters?
9. If you can, describe how your mother's parents, brothers, and sisters looked.
10. What kind of people were your mother's family?
11. Where was your mother born?
12. When was she born?
13. Where did your mother grow up?
14. What did she like to play or do most when she was a girl?
15. Where did she go to school?
16. How long did she get to attend school?
17. What kinds of jobs did she have?
18. Who was your father?
19. Where were his parents?
20. What do you remember about his family?
21. Who were his brothers and sisters?
22. If you can, describe how your father's parents, brothers, and sisters looked.
23. What kind of people were your father's family?
24. Where was your father born?

25. When was he born?
26. Where did your father grow up?
27. Where did he go to school?
28. What did he like to play or do most when he was a boy?
29. How long did he get to attend school?
30. What kinds of jobs did he have?
31. How did your parents meet?
32. When did they marry?
33. Where did they live when first married?
34. What kind of work did your father do to support his bride?
35. Did your mother work when first married?
36. How many brothers do you have?
37. How many sisters do you have?
38. Who are your brother and sisters?
39. In what order were you and your brothers and sisters born?
40. What is the birth date of each of your brothers and sisters?
41. What is the first thing you can remember?
42. What kinds of toys did you have?
43. What were your favorite toys?
44. What were your favorite nursery rhymes and bedtime stories?
45. What events and playmates do you remember from your preschool days?
46. What was your favorite food when you were little?
47. When did you first start doing chores around home?
48. What kinds of chores did you first have to do?

49. What is the first holiday you can remember?
50. What holidays were celebrated by your family?
51. How was each holiday celebrated?
52. What do you remember about the house you lived in as a young child?
53. Where was the house located?
54. How long did your family live there?
55. Did you move during your preschool days? If so, how many times?
56. What do you remember about each new home you lived in during your preschool days?

SCHOOL DAYS

1. What are the first thoughts you can remember about going to school?
2. When did you start school?
3. What school do you got to?
4. Did you attend kindergarten or go directly into first grade or your first primer?
5. Do you remember what you wore on your first day of school?
6. What were your feelings on your first day of school?
7. How do you get to school?
8. How far is it?
9. How big is the school?
10. How many rooms does your school have?
11. About how many students are in your school?
12. Describe your first classroom.
13. What were your initial impressions of your first teacher?
14. What was her/his name?
15. After you got to know her (or him), what did you think

of your first teacher?

16. Describe what you did during a typical school day.

17. What kinds of books do you use in school?

18. Who were your best friends during your early school years?

19. What are your favorite subjects in school?

20. What do you do during recess?

21. What kind of schoolyard is there?

22. What do you have for lunch?

23. Do you carry your lunch to school?

24. What do you do during summer vacations?

25. How long did you go that first school?

26. Did you move around from school to school or stay in one school for several years?

27. What are the most fun times you remember from your early school years?

28. What are the most disappointing times you remember from your early school years?

PART 2

HISTORY OF RIPLEY COUNTY

RIPLEY COUNTY HISTORY

Ripley County, located in southeastern Indiana, is approximately 14 miles from the Ohio boundary on the east and 12 miles from the Ohio River and Kentucky on the south. It is bounded on the north by Decatur and Franklin County, on the east by Dearborn and Ohio County, on the south by Switzerland, and Jefferson County and on the west by Jennings County. The area of the county is 288,000 acres or 450 square miles. The elevation of the county averages from 600 to 1100 feet above sea level. Its highest point is one mile north of Sunman. This is the second highest in the state. The soil is mostly porous clay. A natural drainage system is provided by Little and Big Laughery Creeks, Little and Big Graham Creek, Ripley Creek, Cedar Creek, Otter Creek, Ross' Run, and Hogan and Pine Creeks.

ACTIVITIES

1. Draw a map of Ripley county. Put in streams and creeks, and any other important features.
2. Find out where the highest point in Ripley County is located. Put this on your map.
3. What is the highest point in Indiana?
4. Draw a map of Indiana and put Ripley County in its proper place.

Ripley County had its beginning late in December of the year 1816 soon after Indiana became a state. This was by a legislature act providing for the organization of five new counties, Ripley being one. Ripley County was named for General E.P. Ripley of the Army of 1812.

The count began with three townships, Laugherty, Graham, and Perry. By 1858, the township had been expanded to include Brown, Delaware, Franklin, Henry, Johnson, Shelby, Washington, Adams, Otter Creek, and Center. Adams is the primary township we are concerned with since this is where Sunman is located.

ACTIVITIES

5. Draw another map of the county with townships lines.
6. See if you can find out any information on General E.P. Ripley.

The first settlers in Adams Township were Richard and Dorcas Wortman who arrived from Kentucky in 1815. They established a cabin home in the midst of a track of forest, five miles due west of the present site of Sunman. Three generations of Wortman's lived here.

The first settler of which there was any official record was John Sunman who with son Thomas W. Sunman arrived from England in 1819 and established a home in the midst of a 200

acre tract of timberland. Thomas returned to England one year later and brought other family members to America.

The coming of the Sunman family was soon followed by the arrival of the McKee family. In later years they operated the first sawmill in the county.

Other settlements came quickly. Mr. Sunman being well-educated and of considerable affluence became widely known for his help on business matters or for financial assistance. Because of this more and more people poured into the area. While the majority of these early settlers were either English or Pennsylvania Dutch, the same period saw the coming of German Catholic families.

In 1837, the township's first village was laid out and was given the name of Pennsylvaniaburg, latter changed to Penntown.

By 1851, John Longman a young man of 19, erected a log cabin upon a piece of ground he had purchased for the considerable price of \$10.00. This was the first business house in Sunman.

ACTIVITIES

7. Describe how you think the Wortman family must have felt being the only settlers for a number of years in this area.
8. Write a conversation with Mr. Sunman on why you should come to Ripley County to live.
9. Make a model of an early log cabin.
10. List other towns in Ripley County and when they were established. Add these towns to your map.
11. See if you can find out where the Wortman cabin was located.

Education was deemed necessary in the township. The first schoolhouse was built in 1831, a little frame structure erected in Penntown. Among the first teachers were Irving Sunman who expounded the principles of "readin', 'ritin' and 'rithmetic to pupils ranging in age from children of five years to grown-ups with families who took advantage of this first opportunity to secure book learnin'".

This was soon followed by the erection of a second school building that was located on the southeast corner of the farm now owned by the Freyer brothers. A third school building, a log structures, with puncheon benches and desks built around the room facing the walls was located one mile north of Morris. During the succeeding years, as an ever-increasing population necessitated, other schools were established in various parts of the township.

ACTIVITIES

12. Build a model of one of the early schoolhouses.
13. In the second part of this unit is a section on education. Try some of the activities from this unit at this time.

With educational means well established, the early spiritual life in the territory should be examined. From the very beginning we find the settlers a God-fearing people whose acts, following the establishment of homes, were to establish the church of their creed or to settle where his neighbors were of his own religious belief.

The first to organize were the Baptists who in 1823, under the leadership of Elder Tiner formed a society that met in private homes until the erection of a building could be completed.

A few years after the advent of the Baptists, the German Catholics organized a congregation in 1836. They had settled in what is now the St. Nicholas community, but had been attending mass at New Alsace some eight miles to the east in Dearborn County. They had walked the eight miles and returned over a trail marked by blazed trees. The first holy mass was celebrated at the home of Nicholas Baehr. The following year a log church was erected.

The Catholics were followed in 1841 by the German Protestants who effected the organization of the St. John's Evangelical Protestant congregation at Penntown. They erected a frame church that was located several hundred feet to the rear of the present brick building.

In 1843, a fourth denomination made advent into the township with the organization of a English Methodist Society whose members erected a little frame church just east of the village of Penntown.

ACTIVITIES

14. Divide into four groups. Each group take one of the four religious groups discussed. Research each religious group's beliefs. Find out any information about them in the community that you can. Find out more about where these first churches were located.

15. On your map of Ripley County, draw in where these first churches were located.

With the early settlers, practically the only means of locomotion was on foot or horseback. The farmer went to mill on horseback; the immigrant came to his new home with household goods and family packed upon horses; doctors visited the sick and preachers attended their stations astride the horse. The first roads were but mere trails or paths for horses and even after the wagon came into use and public roads were established they remained for years nothing more than mere tracks cut through the timber these became almost impassable during the wet season.

As post offices were established in the County, the roads although still quite primitive, were at least passable and were better than blazed trails.

As post offices were established in the County, the roads although still quite primitive, were at least passable and were better than blazed trails.

In 1852, new excitement came to the County concerning transportation. The first railroad was put through. The building of the railroad was a great task when taking into consideration the many difficulties and obstacles that confronted the workmen in absence of today's labor-saving machinery and high explosives. The work was accomplished with pick and shovel, wheelbarrow and axe in the calloused hands of brawny Hiberian laborers.

This railroad was first known as the Lawrenceburg and Indianapolis Railway, since these two cities were then the eastern and western terminals, but a few years later it was continued on to Cincinnati and finally Chicago.

ACTIVITIES

16. Research the building of the first railroads through this part of the country. Write a diary of a typical worker on the railroad.
17. Find out more about the early roads of the area. Describe what they looked like.
18. On your map of Ripley County, draw in some of the major roads of the area. Also draw in the railroad tracks. Make sure you make a key so people know what your drawing is all about.

Let us know progress to the year 1862, when Company G, of the 83rd Regiment, Indiana Volunteer Infantry, was mustered into service for the Civil War. This company was comprised mostly of men and boys from Ripley County. They arrived in the South and assigned duty in the vicinity of Vicksburg. They also participated in the storming and capture of Arkansas Post; in the siege and capture of Jackson; in the victory of Missionary Ridge; in the assault and capture of Fort McAllister; in the engagements at Columbia and Bentonville; in the battles of Resaca, Dallas New Hope Church, Kenesaw Mountain and Jonesboro and in the repulse of the enemy near Atlanta to finally accompany Sherman in the march to the sea.

At the conclusion of active military operations, the company was moved to Washington, D.C., and in July of 1865 returned home to Ripley County. All returned except 22 who had either fallen in battle or had succumbed to disease during the war.

Closer to home in the summer of 1863, General John Morgan with two thousand Confederate troops approached the town of Sunman. Fortunately, he was deterred before he reached this far north, but did destroy part of the railroad track and telegraph lines. He also did destruction to farms and livestock along the way.

ACTIVITIES

19. Find out more information about Company G of the Indiana regiment. Pick one of the battles they participated in and see if you can find out their part in the battle.
20. Talk to older members of the community and see if anyone's relatives served in the Civil War. Try to find out an anecdote they might remember.
21. Research John Morgan's raid into Indiana. Plot his advance into Indiana on a map.

Doctors were few and far between in the early days of Ripley County. Dr. Edwin B. Vincent was the first graduate physician to locate in Sunman in 1873. In the earlier years the few practitioners had received their medical education from the study of an older physician where they would be taught the concoction of a few remedies. The rest was picked up from watching.

The epidemics that proved fatal to many were viewed as a special dispensation or punishment for sin. Quarantines were not thought of and causes for the spreading of contagious diseases were not known. Owing to the swampy condition of the country here, fevers of various forms were the most common ailments, especially malaria and intermittent fevers which, although seldom fatal, often gave rise to other diseases.

The nature of the disease did not matter, the first medicine to be given was calomel, followed by a liberal dose of castor oil or rhubarb as a first aid treatment and then if results were not satisfactory the bleeding or cupping method of cure was resorted to with sometimes a severe blistering thrown in for good measure.

The pioneers of the medical profession were generally men of high standing and worthy of a place in history. They would respond to calls of physical distress by horseback through darkness, blizzards, rain, danger, etc. His fees were generally twenty-five cents per mile, or paid with food and produce.

The burial of the dead was also conducted differently. During the earliest days the corpse was placed upon a bier of poles and borne to the place of burial upon the shoulders of four men. At the grave the remains would be placed in a casket of rough boards which oftentimes had to be made after the arrival of the cortege.

ACTIVITIES

22. On the accompanying activities about pioneers, read the part about medicine. Do several of the activities.
23. Write a diary about the life of a doctor.
24. Pretend you are an early settler. Someone in your family falls ill. Describe his illness and what will be done about it.
25. Research early burial techniques.

26. Locate the graveyards around the Sunman area. Put these on your map of Ripley County.

Let's examine the town of Sunman in the year 1873. There were perhaps 40-50 buildings scattered over a quarter section of swamp land, the home of countless frogs, crawfish and mosquitoes. There were two public roads, the Versailles Brookville road going north and south and the Hubbles road extending east and west connecting with St. Nickolas. The railroad also dissected the town.

The town consisted of the following businesses: a saloon, the Selke Brothers implement business, a flour and grist mill, sawmill, a cobbler shop, a building materials store, a bakery, a weaving shop, hotel, shoeshop, painting shop, doctor's office, Clover Farm Store, the railroad depot (which included the telegraph office and post office), lunchroom, cigar shop, tinshop, wagon making business, blacksmith, barber shop, bank, furniture store, undertaker, wheel-wright, drug store, church, community building, brickmaker, cooper, schoolhouse, lumber company, and a mercantile business. The town also consisted of many houses and homes of the area's citizens.

ACTIVITIES

27. Map out what the town of Sunman might have looked like. For a more detailed description of the town refer to pages 10-15 in the History of Adams Township.
28. Many of the businesses of the town were occupations that we are not familiar with now. Look up the meanings of the ones you are unfamiliar with and tell what they are.
29. Pick one of the occupations of the early settlers. Make a diary for one of them, describing what it might have been like for a week in their lives.
30. Find out who some of these early settlers were. Talk to people in the community or relatives to find out if you are related to some of them.

Many legends and stories have come to us about this early period of Ripley County. One such incident was the Cold New Years Day of 1861. The thermometer registered a drop of one hundred degrees in less than twenty-four hours. The last day of the old year dawned cloudy and warm with a maximum temperature of seventy degrees. A light drizzling rain that fell until after midday was changed into a blizzard of snow and sleet by a sudden veering of the wind to the northwest that caused a rapid drop in temperature which continued to fall at an alarming rate until the dawn of the New Year 1861 when thirty degrees below zero had been especially in homes where the fuel reached. Suffering was intense, supply made out-of-door trips necessary.

ACTIVITIES

31. Many stories of this nature will be remembered by your grandparents or older relatives. Talk to one of them and write down a story they remember that was unusual.
32. What was the weather usually like in this area of the country? See if you can find out.

This information was taken from The History of Adams Township by Harold Freeland written for Sunman's Centennial Celebration in 1950.

PART 3

EARLY PIONEERS

EARLY PIONEER LIFE

As pioneers came to the new land, many aspects of life had to be changed since few belongings or supplies could come with them. Read about the early pioneers and the hardships they had to endure. Pick two (2) items to write about from the list below.

1. Nobody for miles (creative writing topic)

You are going to be camping for two weeks in a remote area. You can take with you only what you can carry, and can choose one person to accompany you. You will have to be largely self-sufficient. What are the most important items to take? What must you consider when choosing what to take? What kind of person would it be best to choose to have along? What do you need to learn before you leave? Write the plan for your trip.

2. The pioneers worked hard clearing the land. They had to build homes and provide their own materials. What did the pioneers use to build homes? Research different homes they built.

3. Keeping homes warm was much different than now. Fireplaces were usually the sole means of warmth. Bedwarmers, hot water bottles, foot warmers, bear or buffalo skin robes and quilts were used. Compare these with modern ways to keep warm.

4. A settler family has passed its first winter in the new land. Everyone is feeling lonely and discouraged. Write the family a letter of encouragement. Try to cheer them up.

5. Construct a floor plan of the first cabin or shanty using a simple scale. Draw in items of furniture.

6. Fire was a constant threat to the settlers. Research the history of the fire engine, fireboats, and early fire-fighting.

7. The early settlers were closely affected by the weather. Why is this statement true?

8. As the pioneers became more established they were able to afford more items that could be purchased. Pretend you are making an "Early Settler Catalog". What types of equipment would you include to be purchased by the settlers?

9. After establishing a homestead, a settler family has decided to sell their farm and land. Create a newspaper advertisement or handbill designed to sell the farm.

10. Have students draw a map of the world. With yarn, have them show where many immigrant families settled. Why did they pick these places? Research the idea of why certain nationalities settled in certain areas.

11. Make a time capsule. What types of things would you include to show someone 100 years from now your way of life.

12. There is a great deal of weather folklore that has been handed down. See if you can discover some common sayings such as "red sky in the morning, sailors take warning, red sky at night sailors delight."

- 1.
- 2.
- 3.
- 4.

13. The settlers also used weathervanes as one of their first weather instruments. Research the history of the weathervane.

14. Look around home for odd gadgets your grandparents might have used that we no longer use today. Find out what these tools were used for. Make a display as a guessing game for the rest of the class to see if they can figure them out.

15. Some early settlers made sod homes. Tell about what a sod home looked like. Build a replica on one.

COMING TO A NEW LAND

As settlers came to this new land, they had a long and tiring journey over rough roads and trails. Supplies were limited. There was a no good way to carry supplies and no stores to buy them in. Many of the items they brought were different then what we know today.

You will be working in sets of three. Look over the following list of items. Research and write definitions of the items you are unfamiliar with. Decide which items would be necessities and could not be done without. Be ready to defend your answers.

dishes	music box
cutlery	rope
pail	panes of glass
kettle	nails
pots	hoe
table	spade
rocking chair	adze
crib	salt pork
mattresses	handsaw
candles	chisel
ax	auger
knife	flintbock rifle
seed	ammunition
flour	books
blankets/bedding	hammer

THE HARVEST

1. Grain was cut using a sickle or scythe. Later, a cradle cut grain and deposited it in neat bundles for easier gathering. As the grain was gathered, it was bundled into sheaves and dragged to the barn where it was threshed, separating the grains from the straw. It was spread out on the floor and hit with a flail. Next, the grain had to be separated from the chaff (little bits of seed hay) by winnowing, putting it on a tray and shaking it in the wind so that the chaff, which was lighter than the grain, would blow away. The grain was then ready for grinding into flour.

This short paragraph talks about how the grain was harvested. Many words are unfamiliar with us today. Underline the words you do not know and define them so you become familiar with them.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

2. The settlers also had daily chores. Can you name some? What was some of the different things they did each season?

3. Grinding grain for flour was a time-consuming task. Using either a mortar and pestle or two stones with flat sides, grind some corn or wheat into flour.

4. What did the early settlers grow in their gardens and fields? Why did they grow what they grew?

TOWNS AND VILLAGES

As the country became settled, towns were established. Sunman, when it was first established in 1851 had few people. Everything they needed would have to be done in the town. People gathered together in towns to provide services for each other. Find out more about these early towns by exploring the questions below.

1. Create a simple map of a typical early village.
2. Construct a model of a village. Use heavy cardboard as a base. Use small boxes as buildings, etc.
3. What kinds of business would be found in an early village? Make a list of businesses to be found. Tell what each did. For example, a cooper, a blacksmith, etc.
4. Early towns were named for saints, explorers, or native people's terms and ideas. Examine the names of towns in Ripley and Dearborn County. See if you can list how they received their names.
5. Take pictures of important places in your town. See if you can find old pictures of different businesses or landmarks of the area.
6. See if you can find out why Sunman was established where it is. Was there anything important about this area?
7. What did towns physically look like in pioneer days? What kinds of streets, lighting, fire hydrants, etc. did they have?

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CLOTHING

The settlers had to be resourceful in many areas. One such area was clothing. They were limited to leather and furs (made from animal hides), wool (from sheep), linen (from the flax plant) and some purchased cotton.

One activity the pioneers did was making yarn. Your teacher is going to give you each a piece of fleece and you are to follow the directions to see if we can make yarn.

1. Pull the fleece apart to clean it getting out all the seeds and grasses.
2. Then the wool must be carded. This is done with two wooden paddles called carders.
3. Now pull the fleece out into a long thick thread.
4. Twist it till it looks like a piece of string. this gives it strength.
5. The next step is spinning it which will be demonstrated by a visitor to our room.

Yarn was than dyed to give it colors. Dyes came from nature. Roots, leaves, bark, nuts, flowers, and lichens were all sources of the subtle colors produced by natural dyes. The most colorful plants were not necessarily the source of the most vibrant dyes. Some surprisingly beautiful hues came from the most unlikely looking plants. Try this recipe.

1. Simmer about 2 large handfuls of onion skins in 1 gallon of water for 45 minutes. Use an enamel or stainless steel pot. Strain off skins and discard.
2. Cool dye bath to hand heat and put in about 10 ounces of wool which has been wetted in water beforehand.
3. Slowly bring dye bath to a simmer. Simmer gently for about 15 minutes. Stir lightly with a wooden spoon, glass rod, a piece of doweling, or a paint stock.
4. Remove the yarn using the utensil from above and let drip over the dye bath. Insert into a pail of hot water, rinse, and squeeze gently. Then rinse again in cooler water and then squeeze again. Hang to dry in the shade. (You may wish to leave some wool in the dye bath and simmer longer; a darker shade will result.

WHERE THE COLORS COME FROM:

These are the colors of Early America and several of the plants once used to make the dyes.

Red--cherries, dogwood bark and root, pokeberries, red onions, strawberry, dandelion root, red oak bark.

Gray--Sumac berries, blackberries, rhododendron leaves

Purple: grapes, raspberries, elderberries, blueberries

Black: walnut root, blackwalnut leaves

Blue--sorrel stocks, roots, and leaves, chestnuts
Brown and Tan--hemlock bark, walnut shells, sumac leaves,
elderberry leaves, maple bark.

Green--lily of the valley stalks and leaves, black-eyed
Susan flowers, morning-glory blossoms, bayberry leaves

Yarns were knit or woven into fabric. A simple weaving loom can be made by constructing a small wooden frame with rows of nails at the top and bottom around which the warp can be wound (very firmly). The nails should be about 1/2 inch apart. The weft thread (a continuous thread wound around a piece of stiff cardboard which serves as a simple shuttle) is then woven back and forth in and out of the warp. A wide-toothed comb can be used after each row or two in order to "pack down" the weft threads.

Scraps that were too short for rug making could be used to make a quilt. They were sewn together, usually in a pattern, to make one large top which was sewn to a back layer of soft wool or cotton fleece in between. Tiny neat quilting stitches held the three layers together. This work was done on a frame, often at a quilting bee where many hands could speed up the tedious work.

OTHER ACTIVITIES:

1. What types of clothing did the early settlers wear? Try to find pictures to illustrate what you tell the class.
2. How did the settlers wash their clothes? Washing machines were unheard of until the 20th century.
3. What did the children dress like in pioneer days? Was it different from the adults? If so, what was different?

TOYS

Dolls were a popular pasttime. An early pioneer mother, grandmother, or older sister would take great pleasure in making a simple doll for a young child. The following are some dolls they made. See if you can make one of them.

Tin-can dolls.

1. Make paper mache balls about 4 inches in diameter. Make the final layer of pink tissue. When dry, paint or draw eyes, nose, and mouth on the ball, which has now become a head. Yarn or string "hair" may be glued on. A bonnet or hat may be made if desired.

2. An empty tin can will become the doll's body. Clothing, made from scrap fabrics, is glued on to the can.

3. Place the "head" onto the top of the can. It should just fit inside the rim. If it is a bit too small, build up the bottom with several layers of masking tape. Do not attach the head permanently as it may be turned or lowered to change the doll.

Clothespeg dolls

Old style wooden clothespins are still available at craft shops. Simple dolls are made by painting faces at the top of the peg, adding yarn or string hair and gluing on scraps of fabric to make simple clothing. Usually there were no arms.

Apple Dolls

1. Peel an apple and insert a popsicle stick up through the middle.

2. Using a small knife, cut a face by hollowing a place for each eye, and cutting away part of the apple to leave a nose and mouth. Make these rather large to allow for shrinkage.

3. Leave the apples to dry and shrivel for several days. They will darken considerably.

4. When the apples have dried, the faces may be finished. Tiny glass-head pins stuck in the apple make excellent "eyes." Yarn, thread, or best of all, fleece, may be glued on to make hair.

5. Glue "paper doll" style clothing to the popsicle stick which makes a simple body for the doll.

CRAFTS OF THE PIONEERS

If people during pioneer days had not been skilled in making arts and crafts for their everyday needs they would not have lasted very long in America. It was their courage determinatalon and creative hands which established life in the new land.

As the population grew on the frontier, people from all parts of Europe brought their skills and combined them with art forms being produced in America. Many items that we take for graned had to be made by hand. You might want to try some of the activities below.

CANDLE-DIPPING

1. Melt tallow in deep containers which have been placed in a pot of heated water.
2. Tie several pieces of candlewicking to a sturdy branch or dowel rod. Gently dip the wick sinto the tallow and hang them to dry.
3. After the tallow hardens, the candle should be dipped again.
4. Keep repeating this process until enough tallow accumates on the wick.

2. SOAP-MAKING

One of the least desirable tasks was making soap and was usually done once a year. It was a very smelly job. Find out about making early soap. See if you can make some.

3. INK-MAKING

Ink was also made to use for writing. In the book Kid's America there are some recipes for making ink. See if you can make some for use in our one room school house.

4. On the following pages are some different kinds of crafts. Pick one or two that sound interesting and try them.

MEDICINE

With the challenging hazards of unopened trails, unknown rivers, and untamed forests as a test for his courage and strength, many pioneers arrived at their homesite with little more than a gun, a few tools, a broken-down horsecart and "what he had in his head."

The pioneers knew very little about medicine. Many of their beliefs were steeped in superstitions and misconceptions. Often doctors were unavailable and many tried to cure themselves at home. Plants, roots, and flowers were brewed. The herb garden was very important.

1. The following is a list of problems the settlers encountered. Discuss these in light of today's practice.

- a. Taking blood from people to cure disease.
- b. Body oils prevented illness.
- c. Inns would have one towel, comb, washbowl to share.
- d. People drank from the same cup and dishes.
- e. Fresh air and water were harmful to sick people.
- f. People did not bathe very often, maybe twice a year.

2. Research some of the home remedies the pioneers used for different diseases such as dog bite, warts, toothache, earache, sty, freckles, sore back, rheumatism and sore mouth.

3. Following is a list of ailments on the right and "cures" on the left. Try to match them correctly.

AILMENT	REMEDY
1. Frazzled nerves	a. Rub with a mixture of sage and oil
2. A cut or wound	b. Syrup of comfrey and honey
3. Aching joints	c. Chew bark of willow tree
4. Sore eyes	d. Apply sweet basil
5. Upset stomach	e. Rub with horseradish juice
6. Aching feet	f. Chew roots of nerve-vine
7. Cough	g. Apply garlic to feet at night
8. Headache	h. Apply fresh heliotrope leaves
9. Indigestion	i. Drink thick violet tea
10. Wasp sting	j. Drink hoop tea

4. If a pioneer was seriously injured by a burn, gunshot, or cut, what were the cures?

5. The pioneers used a lot of spices for cures or other ailments. Make a list of some of the ones they used.

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COOKING WORKSHEET

Cooking was a prime occupation of women. Many of the recipes were handed down from generation to generation. Food was very important because there was rarely enough. Celebrations and social gatherings were a time for eating. Socializing for young and old took the form of church suppers and evenings at home popping corn or pulling candy.

Kitchens were not what we know today. There was no running water or sinks, only pails and basins for carrying and heating water from the outdoor pump or stream. There were no refrigerators. Food was stored in the the cellar to keep it cool. Fresh meat, if stored, was usually in a shed outside the main entrance to the house.

Most cooking of early pioneers was done in the fireplace until they finally got cookstoves which were fired by wood. Meat was roasted on a spit since it was very hard to regulate heat on a cookstove.

Some of the tools, a pioneer wife might have brought were a teakettle of iron or heavy copper, a saucepan, a coffepot, a dripping pan, plates, cups, flat tin sheets for baking, coffee grinders, wooden bowl and board for making bread.

The book The Little House Cookbook is a wonderful source of information about cooking.

Activities:

1. Like so many foods in America, butter was once considered a luxury. Read about making early butter. Then try some yourself using this recipe.
2. In what parts of the country do we get certain foods. Divide your paper into the following sections: New England, Mid-Atlantic, Pacific Coast, Southwest, South, Alaska, Midwest, Plains, Northwest, Hawaii. See if you can find foods to come from all these sections.
3. The pioneers did many things with apples. Johnny Appleseed helped the trees get started. Find out about Johnny Appleseed. Try making fried apple rings. You will find a recipe in the book Kid's America.
4. Without nearby bakeries to supply them, pioneer women took on the task of breadbaking. They usually baked once a week. Try making some homemade bread.
5. Johnny-cakes also were very popular. How did they get their name? Find a recipe and try making some of these.

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EDUCATION

Education in early pioneer days was different than it is today. The schools were only one room, with one teacher. They were called "blab" schools, because everyone practiced out loud. Rules were very strict. Lessons were to be known by heart.

An early settler day at school might be nice to try.

EARLY PIONEER SCHOOLDAY

Have students come to school in costume: long skirts, bonnets, and aprons for the girls, knickers (knee socks over regular trousers), shirts, suspenders, and caps for the boys.

*Plan lessons based on the types of lessons taught.

*Make slates for use that day, or consider using straight pens and ink.

*Have students bring lunch in a box.

*Rearrange classroom furniture to resemble an early schoolhouse.

*Choose a date, eg. September 23, 1852, and write it on the board.

*Play such recess games as "Fox and the Goose" (if winter), "Ante Ante Over the Shanty," and "Snap-the Whip".

SPELLING

Spelling was very important. Spelling bees were used. Different words were used then what we are used too. Some of the following were ordinary words in pioneer days.

parlor	pantry	veranda
victuals	bolster	threshold
cruet	kindling	crockery
counterpane	washstand	skillet
tinware	flatiron	frock
sash	surplice	chemise
hose	leggings	breeches
pelisse	bodice	wrapper
waistcoat	gaiters	muff
drawers		

Have a spelling bee using these words.

RULES

Schools were also uncomfortable: hard chairs, no back rests, freezing in winter, stuffy and hot in summer. Punishments were frequent. Wearing a dunce cap, standing in the corner, and being beaten in front of the class. Some of the rules for students and teachers are on the next page.

RULES FOR STUDENTS

1. Respect your schoolmaster. Obey him and accept his punishments.
2. Do not call your classmates names or fight with them. Love and help each other.
3. Never make noises or disturb your neighbors as they work.
4. Be silent during classes. Do not talk unless it is absolutely necessary.
5. Do not leave your seat without permission.
6. No more than one student at a time may go to the washroom.
7. At the end of the class, wash your hands and face. Wash your feet if they are bare.
8. Bring firewood into the classroom for the stove whenever the teacher tells you to.
9. Go quietly in and out of the classroom.
10. If the master calls your name after class, straighten out the benches and tables. Sweep the room, dust, and leave everything tidy.

RULES FOR TEACHERS

1. Teacher will fill the lamps and clean the chimney each day.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual tastes of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the bible or other good books.
6. Women teachers who marry or engage in improper conduct will be dismissed.
7. Every teacher should lay aside from each day's pay a goodly sum of his earnings. He should use his savings during his retirement years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, visits pool halls or public halls, or gets shaved in a barber shop, will give good reasons for people to suspect his worth, intentions, and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of 25 cents per week in his pay.

HORNBOOK

1708-1821

The hornbook was not a book. It was a sheet of paper that was printed on one side and pasted to a thin oak board. A handle was carved out of one end. The paper was protected from damage with a translucent sheet of animal horn held in place with narrow strips of copper tacked to the board.

The handle had a small hole in it with a string so that the hornbook could be carried around the neck or from a belt. This book was only about five inches long and three inches wide yet it contained the alphabet for children to learn in school.

MATERIALS: CARDBOARD - SCISSORS - PEN OR PENCIL - PAPER - PASTE - PAPER PUNCH

① CUT OUT A RECTANGLE WITH A HANDLE.



② PASTE ON THE PAPER. LEAVE A MARGIN.

③ PRINT THE ALPHABET IN CAPITAL LETTERS AND LOWER CASE (SMALL).

④ PUNCH A HOLE.

REBUS

1750-1870

A rebus is a sentence made up of words or syllables shown as symbols or pictures that suggest the sounds of the words or syllables.

Egyptian hieroglyphics are examples of rebus.

Rebus writing was used as an aid to teaching children how to read during the 18th century.

MATERIALS: PENCIL - PAPER

MAKE UP A SILLY SONG
OR STORY BY USING:

① PICTURES INSTEAD
OF WORDS

 = mouth

② LETTERS THAT SOUND
LIKE WORDS

Y M I DZ ?
WHY AM I DIZZY?

③ PLUS AND MINUS
WORDS

 - ape + 
plant

④ PHONETIC SOUNDS

HZ = his

⑤ PHONETIC SPELLING

when = wen

1 day  saw
a man with a 
in hz . He
said, "Even wen
 water m 
 it will not
grow." I said
z him, "Y dont
U  - ape + 
yor   in a
 of dirt?

TRANSPORTATION

Settlers used many means to travel. Try some of the activities below to find out more about transportation.

1. From the time they arrived and traveled to their homesteads, the pioneers used boats as a major means of transportation. Examine a map of the United States. Trace possible routes of pioneers along waterways.
2. Research the different boats pioneers used. Illustrate your report.
3. Boat travel was scarcely a leisurely cruise on a gentle stream; it was filled with discomfort, hardship, and danger. How would the following present problems to the settlers?
no wind rapids ice
sudden gales sandbars hidden rocks and
traveling upstream against the current logs
4. As steamboats came into prominence, people were very skeptical of them. Do a small skit between a captain of a steamboat trying to sell tickets to 3-4 perspective clients.
5. Canals such as the Erie Canal were also made and used. What is a canal? Name some famous ones.
6. Before there were roads, people often relied on trails made by the Indians through the forest. It was easy to get lost, so people helped each other by chipping or blazing tree trunks to mark the way. Find out where some of these early trails were located.
7. There were five different kinds of roads the pioneers used, blazed trails or footpath, corduroy road, plank road, gravel road and asphalt. Research these and build examples.
8. Conestoga wagons were also used. Find out when they first were used, what they were made of, and build one.
9. Inns were used the way motels and hotels are used today. Find out about these inns. Write a letter of complaint or praise to an innkeeper.
10. How did our ancestors get to Ripley County?

HOLIDAYS AND SOCIAL LIFE

The home was the center of early settler life. However, the pioneers also celebrated holidays and social events. The whole community would join in the festivities.

1. The pioneers had "bees" or work parties. List occasions when a "bee" was held. What did they do at a "bee?"
2. Box Socials were also popular. Plan one in your classroom.
3. Halloween in some form has been celebrated since medieval times, and is a blending of pre-Christian customs and customs surrounding the Christian festival of Allhallows Eve. Customs, and the degree to which the day was observed, varied from time to time and from place to place. Discuss how the pioneers celebrated this holiday.
4. Thanksgiving was one of their biggest holidays. It took place whenever the work of preparing for winter was done. Settlers celebrated the harvest and thanked God for their good fortune. Have an early Thanksgiving dinner.
5. Christmas was not celebrated as we know it today. It was primarily a religious celebration. Many of the customs they celebrated were brought from the various homelands of the settlers.

Different things to try for Christmas:

- a. Kissing bough
 - b. Christmas dinner
 - c. Taffy pulling
 - d. Illustrate the history of Santa Claus by decorating each face of a large empty cardboard carton with pictures of "the changing face of Santa."
 - e. Learn about the Christmas tree. Decorate one with simple, homemade decorations.
 - f. Examine the customs brought by the settler from their various homelands.
 - g. Gifts were simply homemade items. List presents the children might receive
 - h. Make popcorn and cranberries chains.
6. The early pioneers heard the "ringing in" of the new year if they lived close to a church. It was a time for visiting relatives and friends. One tradition the pioneers brought from Europe was that of "mumming". Create a mummers' parade.

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